

DOCUMENT RESUME

ED 463 661

FL 027 224

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TITLE Language Policies in Education: Critical Issues.
ISBN ISBN-0-8058-3601-2
PUB DATE 2002-00-00
NOTE 350p.
AVAILABLE FROM Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430-2262 (paperback: ISBN-0-8058-3601-2, \$34.50; hardcover: ISBN-0-8058-3600-4, \$89.95). Tel: 201-236-9500; Tel: 800-926-6579 (Toll Free); Fax: 201-760-3735; e-mail: orders@erlbaum.com.
PUB TYPE Books (010) -- Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Educational Policy; Elementary Secondary Education; English (Second Language); Foreign Countries; Governance; International Relations; *Language Minorities; *Language Planning; Political Issues; Politics of Education; *Public Policy; Second Language Learning
IDENTIFIERS Marginalized Groups

ABSTRACT

This collection of papers examines how language policies in education serve the interests of dominant groups within societies, how policies marginalize some students while granting privilege to others, how language policies in schools create inequalities among learners, and how schools can further the educational, social, and economic interests of linguistic minorities. The 16 papers include these: (1) "Introduction: Critical Issues in Educational Language Policy" (James W. Tollefson); (2) "Evolving Influences on Educational Language Policies" (Mary McGroarty); (3) "Accessing Language Rights in Education: A Brief History of the U.S. Context" (Terrence G. Wiley); (4) "Reflections on Language Policies in Canada: Three Examples" (Barbara Burnaby); (5) "Language Policy and Docile Bodies: Hong Kong and Governmentality" (Alastair Pennycook); (6) "'Who Will Guard the Guardians Themselves?' National Interest versus Factional Corruption in Policymaking for ESL in Australia" (Helen Moore); (7) "Language Planning and the Perils of Ideological Solipsism" (Thomas S. Donahue); (8) "Minority Language Politics in North India" (Selma K. Sonntag); (9) "Language Rights and the Destruction of Yugoslavia" (James W. Tollefson); (10) "Language Policy in Modern Japanese Education" (Florian Coulmas); (11) "Language Education and Foreign Relations in Vietnam" (Sue Wright); (12) "Language Planning in Korea: The New Elementary English Program" (Sook Kyung Jung, Bonny Norton); (13) "The English Language in African Education: Dependency and Decolonization" (Alamin M. Mazrui); (14) "Between Possibility and Constraint: Indigenous Language Education, Planning, and Policy in the United States" (Teresa L. McCarty); (15) "The Critical Villager: Transforming Language and Education in Solomon Islands" (David Welchman Gegeo and Karen Ann Watson-Gegeo); and (16) "Conclusion: Looking Outward" (James W. Tollefson). (SM)